



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

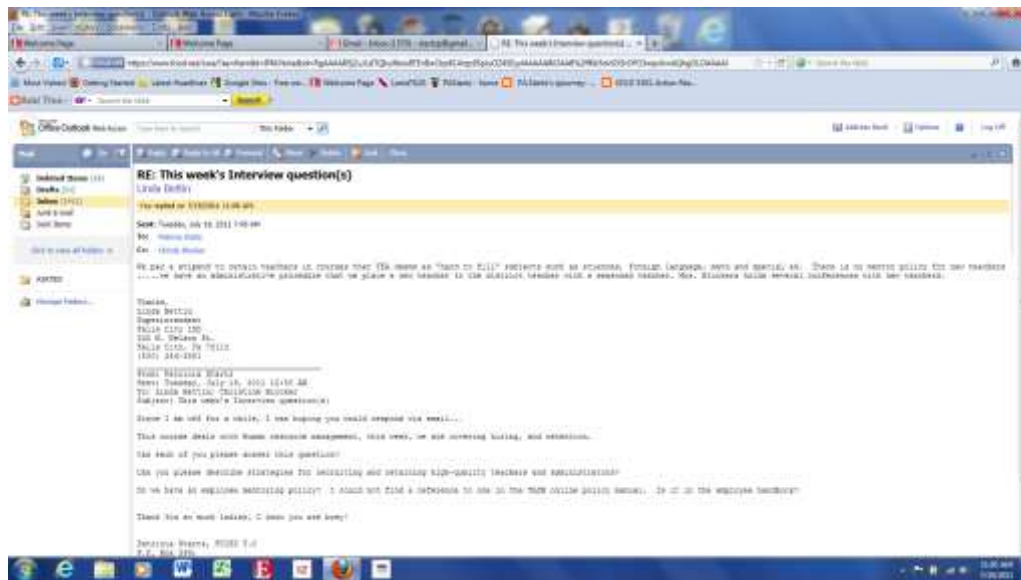
Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD:5345.8032 Domain II – Competency 006	Human Resource Management - SU2 11 - ET8032- Teacher Mentoring policies and procedures.	2

Description of the Assignment/Performance Tasks (see Appendix I)	
<p>Assess the policies and procedures in place in your district related to teacher mentoring programs by assessing the district's webpage or contacting the district Human Resources Office and reflect on the policies in place for mentoring/induction.</p>	
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the 	<p>I started the assignment by searching our local web site for a policy document, there was no document posted. I then looked on the official policy site, http://www.tasb.org/policy/pol/private/128904/. There was nothing there either. I resorted to emailing my superintendent and mentor, regarding a formal policy for recruiting and retention of staff. Ms. Bettin's was short and to the point, the document is attached in Appendix A for verification. " <i>We pay a stipend to retain teachers in courses that TEA deems as "hard to fill" subjects such as sciences, foreign language, math and special ed. There is no mentor policy for new teacherswe have an administrative procedure that we place a new teacher to the district teacher with a seasoned teacher. Mrs. Blockers holds several conferences with new teachers.</i></p> <p>Where, induction is concerned... new teachers are shown their classroom(s) and around campus prior to the start of school. New hires, whether they are new to the profession, or just new to the campus, are given as much help as they desire. The meetings with Mrs. Blocker help to insure that they are not overwhelmed and that, they become "culturally" acclimatized to life in the Falls City School system. Falls City ISD students generally perform very</p>

<p>relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p>Additional Criteria</p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p>	<p>well on standardized tests, so, especially where core subjects are concerned, new teaching methods are acceptable, but drastic variances from the way things have always been done are not readily accepted, i.e. pressure to conform to the status quo is evident.</p> <p>In reflecting on our simple process, and comparing it to the simplest of induction programs described in Gary Bloom's article, <i>Quality Teacher Induction is a Sure-Fire Investment</i>, May/June/July 2006 (p.4), it does fit the definition of the "Buddy Mentor" program. It meets our district's teacher's needs and it is affordable for our property poor, poorly funded, rural district to operate. When or if, incoming teachers request/require more or the state mandates a more formal program, it will be instituted. Based upon my own experience, had I had access to a very helpful, non-judgmental mentor, I believe I would have been a better teacher faster. It is kind of like the creation of these logs for this Master's course. I feel like I am bumbling around a lot, eventually finding my way, but wasting a lot of time I don't have to waste in the process. With just a few more specific instructions, I would have more quality time to spend on the log reflections. I am not sure I can put a specific finger on what I felt was lacking, but I have always felt I needed more help with day-to-day processes that first couple of years. Had it been available, I could of concentrated more on content. More than one article I read this week attributed a district's ability to improve new teacher performance and to retain new hires was the result of intensive induction programs that utilize campus mentors. Dr. Susan Villani's article, <i>Integrating Mentoring with Coaching: Unrealized Benefits</i>, published as an American Association of School Personnel Administrators Best Practice in the May/June/July 2006 journal, indicates, "When mentors are trained to do coaching, the impact of the coaching on the mentors is as profound as it is on the new teachers." Mentor satisfaction and retention increases as well.</p> <p><i>Reflection on practice, self-esteem, and new learning are just a few rewards of mentoring. Regularly scheduled meetings also help alleviate the isolation teachers sometimes feel and enhance the sense of school as a community of learners.</i>(22)</p> <p>These readings again bring to light the positive impact that constant educator improvement in the form of mentored action research can have on a campus or district. It is a process that I would like to institute at FCISD using my action research project to help teachers develop the questioning skills they need to more fully develop student cognitive skills in preparation for upcoming STAAR assessments that will test student cognitive abilities at higher levels than previous testing instruments. This week's readings have given positive reinforcement for my action research.</p>
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<p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>Falls City ISD, Legal and Local Policy Manual: http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=DAA(LEGAL).pdf retrieved July 18, 2011. From: http://www.tasb.org/policy/pol/private/128904/</p> <p>Bloom, G. (2006) <i>Quality Teacher Induction is a Sure-Fire Investment), Best Practices</i>, American Association of School Personnel Administrators, May/June/July pp. 3-4.</p> <p>Villani, S. (2006), Integrating Mentoring with Coaching: Unrealized Benefits, <i>Best Practices in School Personnel</i>, American Association of School Personnel Administrators, May/June/July 2006, pp.22-24.</p> <p>Bettin, L. (2011, July 19), <i>This week's interview Questions</i>, retrieved from: https://www.fcisd.net/owa see Appendix A.</p>
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Appendix A:



Personal correspondence with Superintendent, Linda Bettin, <https://www.fcisd.net/owa> retrieved July 19, 2011.